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ABSTRACT

Every 4 years, Gainesville College, in Georgia, conducts a survey of entering students to determine their demographic characteristics and reasons for enrolling. In fall 1995, 275 first-time freshmen students were surveyed, representing 55% of the total number of first-time freshmen, while the results were compared to findings from the Higher Education Research Institute's American Freshmen Survey (AFS) for fall 1995. Study findings, based on responses from 65% of the freshmen students (n=179), included the following: (1) 86% were 21 years old or under, 62% were female, and 95% were white; (2) 55% expected to live in their parents' home, while 20% expected to live in their own home; (3) almost 90% indicated they would be enrolled on a full-time basis; (4) parents or relatives was the most commonly cited source of funding, cited by 33%; (5) 49% felt that they were fair, poor, or very poor at communicating orally, another 49% felt the same about their mathematical skills, as did 39% about their ability to communicate in writing; and (6) 93% felt that they had a good chance of earning a "B" average at the college. Comparisons to findings from the fall 1995 AFS study indicated that, nationwide, students' ratings of their high school preparation have declined and that financial concerns have continued to escalate, mirroring GC students' experience. A separate report on AFS findings is attached. Data tables are included. (HAA)

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ED 398 953

ACT Entering Student Survey
Gainesville College
Fall 1995

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January 1996

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Highlights

- Of the 179 entering freshmen respondents, 86 percent were 21 years old or under (as compared to 67 % in 1991), 62 percent were female, and 95 percent or 160 students were white (Black (n=3), Mexican (n=1), Oriental/Asian (n=2), Other Hispanic (n=2)).
- Fifty-five percent of the respondents expect to live in their parent's home while in college, another 20 percent expect to live in their own home. Eight percent indicated that they plan to live in a rented room or apartment while attending college, while another 6 percent indicated an interest in moving into a dormitory.
- Eighty-three percent took a college preparatory program in high school (as compared to 70% in 1991). Over 30 percent of the respondents self-reported that they ranked within the top 25 percent of their high school class. Twenty-one percent of the respondents self-reported that they graduated from high school with an 'A' average, while 37 percent carried a 'B' average.
- Fathers of 41 percent of the respondents had no college, while 60 percent of the mothers had no college. Sixteen percent of the fathers and 12 percent of the mothers did not finish high school. Remarkably, 45 percent of the respondents indicated that someone in there family took one or more academic courses at Gainesville College.
- Almost 90 percent of the first-time freshmen respondents indicated they would be enrolled on a full-time basis (12 or more credit hours) at Gainesville College.
- Seventy-three percent of the respondents indicated they would be employed while attending the College with over 37 percent of the working students holding jobs requiring 21 to 40 hours per week. Eighty-two percent of the 1995 respondents indicated they expect to receive financial aid at Gainesville College.
- Almost 90 percent of the respondents made their decision to attend Gainesville College during or after the 12th grade of high school. Almost 50 percent of the students indicated Gainesville College was their first choice, while another 35 percent indicated it was their second choice.
- Ninety-two percent of the respondents indicated they would continue their education beyond Gainesville College with almost 70 percent indicating they would combine education and work.
- The top four *major* reasons for students to continue their education through college include the requirement for a higher-level occupation (around 80% since combine responses from two dimensions), increased earning power (77%), better educated person (76%), and develop intellect (64%).
- Parents or relatives, grants and scholarships, and income from work are the major sources of college funding for entering students at Gainesville College. Entering students do not want to incur debt by taking out loans.
- The top five areas in which students felt they needed special help were: public speaking skills (66%), mathematical skills (63%), study skills and habits (57%), test-taking skills (56%), and expressing ideas in writing (47%).
- Intramural athletics (34%) ranked first among extracurricular activities in which students wish to participate. Activities of interest to more than one-fourth of the respondents are special groups (31%, e.g. sailing, dance, etc.), religious organizations (31%), student radio or T.V. (26%), campus or community service (25%), and student publications (25%).
- The top three planned majors of students entering Gainesville College are business (20%), health science (21%), and education (14%).
- Location (66%) and the cost of attending (50%) were the two top *Very Important* reasons for attending the College. If one combines percentages for *Very Important and Moderately Important* responses, approximately two-thirds of the respondents were influenced by academic factors about Gainesville College when choosing to attend: academic reputation (71%), program availability (65%), and variety of courses (62%).
- Approximately seventy percent or more of the students either strongly agreed or agreed that the cost of attending the College is reasonable (95%), academic programs are of high quality (76%), students are friendly (74%), personnel care about students (74%), and that the College provides good financial aid (69%).
- Parents or relatives (33%) are cited most often as the major source of information about the College, followed by College catalogs (32%) and brochures (23%), and friends at the College (24%).
- When asked to respond to statements about what they expect to occur at Gainesville College, two dimensions stood out: Eighty-three percent of the entering freshmen perceive that they have a very good to good chance of making at least a 'B' average at the and eighty-one percent felt that they would be satisfied at the College.
- Few students felt they would drop out of the College either temporarily (4%) or permanently (2%). Only 8 percent of entering freshmen in the survey enter the College with an undecided major, yet many students expect to change their major while at Gainesville College.
- Forty-nine percent of incoming students perceive that they are *fair, poor, or very poor* at communicating orally, 49 percent feel the same about their mathematical skills, and 39 percent have no more than this level of confidence in their ability to express themselves in writing.

ACT Entering Student Survey
Gainesville College
Fall 1995

Dr. John Hamilton

Introduction

The Entering Student Survey (ESS) by ACT is a research tool that collects data on the importance of selected college characteristics to students (e.g. students' background, college image, comparative ratings of various sources of information about the college, sources of funding, reasons for attending college, needs for special help, interest in extracurricular activities). In addition, the survey allows participating colleges to append their own questions. Gainesville College included questions on the ESS dealing with the plans of students during their stay at the College and when they leave, student competency with a number of academic and personal skills, parental education, family attendance, and the quality of their high school preparation.

The ESS is an instrument that allows a college to determine the reasons students enroll at a given college. Some attributes are more important than others and in some cases several characteristics synergize to finalize a decision. College characteristics that are important in the selection process include cost, distance from home, availability of programs, rejection from first choice colleges, amount of financial aid, good academic reputation, and type of college (Dey, Astin, and Korn, 1991; Kanarek, 1993; Terkla and Wright, 1986). Recent studies by Kanarek (1993) show that for many students perceived academic quality, cost, and need-based financial aid opportunities were the most important factors in student choice. Chapman (1992) indicated that the top five drivers of college choice are programs, cost, academic reputation, access to faculty, and quality of social life.

Two-year colleges attract a more diverse set of students as compared to four-year colleges and universities. Many students are older, married, and working. Students are often economically

disadvantaged and in need of significant financial aid and must work at least part-time to pay for tuition, books and other expenses. Community colleges usually receive a disproportionate number of minority students and attract a large number of academically at-risk students who lack confidence in their intellectual skills and require developmental studies courses (Cohen and Brawer, 1989). These student characteristics help to define those most likely to matriculate to Gainesville College.

Method

The ESS is implemented at Gainesville College every four years (the last ESS was administered in the fall of 1991). A set of 275 randomly generated first-time freshmen students qualified for the Entering Student Survey of Fall 1995. All selected students held general status which excluded all of the following from the entering student cohort: transients, transfers, audits, special admission, and joint enrollees. The 275 randomly selected students represent 55% (275/501) of the total first-time freshmen. Surveys were distributed by instructors to morning, afternoon, and night classes with large numbers of these first-time freshmen. Of the 275 students selected for the survey, 179 (65%) completed and returned the survey. As a result, the ESS reached 36% (179/501) of first-time freshmen.

Percentages reported in this survey analysis are based on the number of first-time freshmen who responded to a given question and do not include blank and don't know responses. Comparisons are occasionally made with the ESS of 1991.

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Results and Discussion

Demographic Information (age, race, gender, marital status, county of residence)

Of the 179 entering freshmen respondents, 86 percent were 21 years old or under (as compared to 67 % in 1991), 62 percent were female, and 95 percent were white (Black (n=3), Mexican (n=1), Oriental/Asian (n=2), Other Hispanic (n=2)). The College continues to have a relatively young entering student body for a two-year college and one that is mostly female and white. Overall, the percentage of students 21 years and under who were enrolled in the fall of 1994 was 60 percent for the College as a whole. Ten percent of the respondents were married and all but two were in-state residents. Twenty-three percent of the respondents live in Hall County, while another 45 percent commute from counties bordering Hall.

Planned College Residence

Fifty-five percent of the respondents expect to live in their parent's home while in college and another 20 percent expect to live in their own home. Eight percent indicated that they plan to live in a rented room or apartment while attending college, while another 6 percent indicated an interest in moving into a dormitory. Moreover, 14 percent of the respondents indicated that there was a very good to good chance that they will seek housing near the College. If one extrapolates the survey sample to the actual population of 501 entering freshmen, then about 70 entering freshmen (14% of 501) might have an interest in dormitories if they were available. Given that there are over 2000 other students enrolled at the College, that at least some of them are interested in housing, and that students attend the College for two to three years on average, it is safe to assert that the survey supports efforts to construct student housing. Eleven percent of the respondents were undecided about their planned college residence.

High School Background

Eighty-three percent took a college preparatory program in high school (as compared to 70% in 1991). The Regents' policy that mandates a college preparatory curriculum in high school for those who expect to enter college without having to take institutional credit make-up courses appears to be having an impact. Over 30 percent of the respondents self-reported that they ranked within the top 25 percent of their high school class. Twenty-one percent of the respondents self-reported that they graduated from high school with an 'A' average, while 37 percent carried a 'B' average. Their self-reported high school record is reasonably consistent with the overall high school average reported from the College database of 2.97.

Almost 50 percent of the entering students felt that their high school preparation for college work was either excellent (11%) or good (38%). Thirty-five percent of entering students in the survey judged their high school preparation to be no better than fair, while some rated it as poor (9%) or very poor (7%). The survey made no determination for who might be at fault for a fair to very poor high school preparation for 51 percent of the incoming students. It could be traceable to the course work and teachers in high school and/or reflect a variety of student variables (e.g. motivation, ability, course selection).

Despite the large numbers of students graduating from high school with good grade point average's (59% 'A' or 'B') and college preparatory courses (83%), entering students have low SAT scores (total SAT average in the fall of 1994 was 820) and place into developmental studies courses at Gainesville College.

Parental Education and Family Number With at Least One Academic Course at the College

Students who left the question blank or responded Don't Know were excluded from the percentage calculation. Fathers of 41 percent of the respondents had no college, while 60 percent of the mothers had no college. Fifty-nine percent of the fathers had at least come college experience, while 29 percent of the fathers (19% in 1991) had a baccalaureate degree or higher. Forty percent of the mothers had at least some college experience, while 22 percent of the mothers (15% in 1991) had at least a baccalaureate degree. Sixteen percent of the fathers (16% in

1991) and 12 percent of the mothers (9% in 1991) did not finish high school. The data suggest that the exposure of those in the area to college is rising.

Remarkably, forty-five percent of the respondents indicated that someone in there family took one or more academic courses at Gainesville College. This is good evidence that the College penetrates deeply into the families of those who enroll.

Enrollment Status at Gainesville College (part- or full-time)

Almost 90 percent of the first-time freshmen respondents indicated they would be enrolled on a full-time basis (12 or more credit hours) at Gainesville College (as compared to 80 % in 1991). This entering cohort of first-time students is quite young with 86 percent aged 21 years or younger, majority female, unmarried, and enrolled full-time with an interest in a transfer curriculum. The number of full-time students in this cohort is remarkable in that the College overall is 60 percent full-time (fall of 1994). Younger, unmarried students tend to enroll full-time in daytime classes.

Working and Receive Financial Aid

Seventy-three percent of the respondents indicated they would be employed while attending the College with over 37 percent of the working students holding jobs requiring 21 to 40 hours per week. Eighty-two percent of the 1995 respondents indicated they expect to receive financial aid at Gainesville College (as compared to 65% in 1991). The College is quite generous in the disbursement of student financial aid. During fiscal year 1994, over 1280 unduplicated students received $1,866,008. Over twice as many students received financial aid during the fiscal year 1994 as compared to fiscal year 1990. The average financial assistance award (including all sources and recipients) was $1,452 for fiscal year 1994.

When Decide to Attend Gainesville College and Rating of College at Time of Admission

Almost 90 percent of the respondents made their decision to attend Gainesville College during or after the 12th grade of high school. Almost 50 percent of the students indicated Gainesville College was their first choice, while another 35 percent indicated it was their second

choice. Gainesville College was the first choice of about 60 percent and second choice for another quarter of the students in previous entering student surveys.

Purpose at Gainesville College and Plans When Leave

Fifty percent of the students indicated an interest in transferring to another college or university without earning an associate degree, while 32 percent intend to earn the degree. Responses to other survey questions indicate that the majority of those who enter the College with the intent of receiving an associate degree plan to transfer to a baccalaureate-granting institution. Less than 9 percent enter without a goal and only a handful of first-time students enter the College for job courses (n=2) or self-improvement (n=2).

Ninety-two percent of the respondents indicated they would continue their education beyond Gainesville College with almost 70 percent indicating they would combine education and work. Only 3 students (2%) indicated that they did not expect to continue their education after Gainesville College, underscoring an overwhelming interest in the institution's transfer programs.

The data strongly suggest that students enter Gainesville College with high aspirations with regard to pursuing a college degree and that most students work while attending college.

Preference for Type and Format of Class

Seventy-two percent of the respondents prefer classes in the morning, another 15 percent prefer the afternoon, while 10 percent prefer the evening. None of the entering students preferred weekend classes (same reported in 1991). Interestingly, only 23 percent of the respondents preferred a lecture format, while 36 percent preferred small groups. The survey did not include a reference to multimedia-based electronic classrooms. Over 25 percent of the respondents had no preference as to class format.

Major Reasons to Continue College (percentages indicate Major Reason responses)

The top four *major* reasons for students to continue their education through college include the requirement for a higher-level occupation (around 80% since combine responses from two

dimensions), increased earning power (77%), better educated person (76%), and develop intellect (64%). Previous surveys show a focus of students on occupation and earning power. Students clearly understand the relationship between a college degree and greater opportunities in life. Several reasons for continuing one's education that were important for about a third of the respondents include develop maturity (33%), study new and different subjects (30%), independence from parents (26%), and become more cultured (22%).

Reasons for continuing one's education into college that *did not* carry much weight relative to the other reasons include parents or relatives (14%), participation in college social life (9%), high school teachers and counselors (7%), and be with friends (5%).

Sources of College Funding (unless otherwise stated, percentages indicate Major Source responses)

The top three *major* sources of entering student funding are educational grants (54%), parents or relatives (38%), and scholarships (38%). The heavy reliance on parents is a likely outgrowth of the student population in the survey: most students were young, unmarried, and living at home. Other sources include employment while in college (30%), summer employment (26%), and personal savings (17%). With results similar to 1991, 73 percent of the students expect parents or relatives to be a *major or minor source* of college funding (80% in 1991) and one-half or more expect to contribute to college-going in a *major or minor way* through employment while in college (69%), summer employment (54%), and personal savings (50%).

The percentages indicate the *Not Source* responses, thus the students that *do not expect* the following to be a source of funding while enrolled at Gainesville College: student loans (80%), bank loans (90%), and spouse's income (92%).

Parents or relatives, grants and scholarships, and income from work are the major sources of college funding for entering students at Gainesville College. Entering students do not want to incur debt by taking out loans.

Areas You Feel You Will Need Special Help

As in past entering student surveys, the top five areas in which students felt they needed special help were: public speaking skills (66%), mathematical skills (63%), study skills and

habits (57%), test-taking skills (56%), and expressing ideas in writing (47%). About a third of the respondents felt a need for special help in identifying a major area of study (35%), improving reading comprehension (37%), and selecting an appropriate career (34%). The data suggest that at least some of the high school students entering the College with 'A' or 'B' high school averages, a full slate of college preparatory high school courses, and good high school class rankings perceive themselves to have academic weaknesses.

Extracurricular Participation (percentages indicate Would Participate responses)

As in previous surveys, intramural athletics (34%) ranked first among extracurricular activities in which students wish to participate. Activities of interest to more than one-fourth of the respondents are special groups (31%, e.g. sailing, dance, etc.), religious organizations (31%), student radio or T.V. (26%), campus or community service (25%), and student publications (25%). Other interests include instrumental music (14%), vocal music (19%), and debate (10%).

Planned College Major

The top three planned majors of students entering Gainesville College are business/management/office (20%), health science (21%), and education (14%). Other self-reported majors that draw students include science (5%), social science (5%), community service (5%), arts/performance (4%), pre-engineering (4%), computer science (4%), communications (4%); and agriculture (4%). Eight percent of entering students are undecided with respect to planned college major. This data is similar to that of the 1991 ESS survey. During the fall of 1994, students were assigned to the following department/divisions for advisement: Business (20%), Developmental Studies (11%), Humanities (22%, includes art/performance), Math/Science (29%, many of these are now assigned to the newly created Science Division which houses agriculture and the health science professions), Physical Education (1%), and Social Sciences (17%, includes education).

Importance to Decision to Attend Gainesville College (percentages are for Very Important responses)

As in previous surveys, the location (66%) and the cost of attending (50%) were the two top *Very Important* reasons for attending the College. Other leading *Very Important* reasons include

the availability of financial aid or scholarship money (49%), program availability (37%), size of the campus (34%), variety of courses (29%), academic reputation (29%), and entrance requirements (28%). Advice from parents or relatives (17%) or from someone who attended the College (10%) is more important than that from high school counselors (5%) or College representatives (6%).

If one combines percentages for *Very Important and Moderately Important* responses, it is refreshing to note that approximately two-thirds of the respondents were influenced by academic factors about Gainesville College when choosing to attend: academic reputation (71%), program availability (65%), and variety of courses (62%).

Agreement with Statement About GC (percentages combines Strongly Agree and Agree responses)

Approximately seventy percent or more of the students either strongly agreed or agreed that the cost of attending the College is reasonable (95%), academic programs are of high quality (76%), students are friendly (74%), personnel care about students (74%), and that the College provides good financial aid (69%). Other statements about the College that students strongly agreed or agreed with are the presence of many activities and organizations (63%) and high quality classrooms and laboratories (63%).

Fewer than half of the respondents strongly agreed or agreed with the statement that races and ethnic groups get along well at Gainesville College (49%). Nevertheless, the percent of students that support the statement has increased since 1991 (41%). Dimensions that received relatively low strongly agree or agree response rates include many students at the College use drugs and/or alcohol (17%), difficult to earn good grades at the College (13%), and students at Gainesville College are above average (7%). Eighty-three percent of the respondents felt that their chances of earning a 'B' average at the College were very good or good. This is not consistent with the overall average College GPA of 2.60 in the fall of 1994.

In general, entering student perceptions about the College are very favorable. These results are similar to previous surveys. Perceptions of alumni are also favorable. More than 97 percent of Gainesville College alumni (surveyed in 1992) indicated that the quality of instruction generally met their expectations and the same percentage have recommended or would recommend the

College to others. The College is well perceived by both incoming and outgoing students. Nevertheless, it is a bit disconcerting that Gainesville College students, on the whole, are not perceived to be academically strong and that the College is considered by entering students to be one at which good grades are relatively easy to earn. The College might consider additional ways in which it can advertise that many outstanding students are attracted to its excellent academic and performing arts programs.

Of interest and germane to how much trust one invests in student interpretations of survey items were the 14 percent of the respondents who agreed or strongly agreed that the College had a strong *intercollegiate* athletic program and the 18 percent who felt the same about the comfortableness of the *residence halls*.

Information Sources About College (percentages are for Major Source responses)

Parents or relatives (33%) are cited most often as the major source of information about the College, followed by College catalogs (32%) and brochures (23%), friends at the College (24%), high school classmates (20%), visits to the campus (20%), high school counselors (17%), and high school teachers (13%).

Sources that do not appear important for most students include College representative visits to high schools (6%), alumni (6%), high school administrators (6%), and mass media (0%, e.g. radio, newspapers, magazines). Survey responses may have been influenced by the likelihood that many of the incoming freshmen in the survey attended an orientation session at Gainesville College several weeks prior to taking the survey. This might have changed their response rate pattern as compared to what one might expect if they were asked in the spring or early summer.

Chances You Will do Following (percentages combine Very Good and Good responses)

When asked to respond to statements about what they expect to occur at Gainesville College, two dimensions stood out: Eighty-three percent of the entering freshmen perceive that they have a very good to good chance of making at least a 'B' average at the College (the average College GPA in Fall 1994 was 2.60) and eighty-one percent felt that they would be satisfied at the College. Dimensions that centered around earning degrees rated favorably: associate degree

(59%), a baccalaureate degree (49%), and a graduate degree (34%). Thirty-five percent of the entering freshmen expect to transfer before earning an associate degree at Gainesville College. Interestingly, 51% of the survey respondents intend to enroll in summer school at Gainesville College.

Considering the ambitious degree-seeking aspirations of incoming freshmen it is not surprising that relatively few felt they would drop out of the College either temporarily (4%) or permanently (2%). Only 8 percent of entering freshmen in the survey enter the College with an undecided major, yet 35 percent expect to change their major while at Gainesville College. If one combines fair responses with good and very good, then the percentage who expect to change their major climbs to 60 percent. The ambiguity towards a major course of study among one-third of the entering freshmen helps explain why 34 percent of survey respondents expect to seek career or personal counseling. It also emphasizes the importance of the advisement process in helping a relatively young group of students with one of the most important decisions of their life.

Almost one out of two students (47%) expects to work to *pay* for college, although a larger percentage of students (73%) indicated that they expect to work part- or full-time. Presumably, many incoming students use income from their jobs for expenses other than college (e.g. car payments, clothes, records). Fourteen percent of respondents indicate an interest in seeking housing near the College.

Rate Competency of Your Current Skills

Despite anecdotal comments to the contrary by College faculty and relatively low SAT verbal scores, 74 percent of the entering students perceive that they are *very good to good* at reading comprehension. Entering freshmen also rate themselves as *very good to good* in the use computers (64%) and the library (70%). Almost 70 percent of incoming students perceive they possess a *very good to good* competency at thinking analytically and logically. Seventy-eight percent of students feel *very good to good* that they are competent with interpersonal relationships and 65 percent perceive the same about their leadership capabilities.

Forty-nine percent of incoming students perceive that they are *fair, poor, or very poor* at communicating orally, 49 percent feel the same about their mathematical skills, and 39 percent have no more than this level of confidence in their ability to express themselves in writing. Clearly, the College can partly address these perceptions through courses in speech, mathematics, and rhetoric and composition. Moreover, all of these job-enhancing and difficult skills can be broadly integrated throughout the curriculum.

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ACT Entering Student Survey
Fall 1995
OPIR Analysis, Dr. Hamilton

	n	%N	N
Total	179	100.0	179
Age			
<=21	153	86.4	
22-25	4	2.3	
>=26	20	11.3	177
Sex			
Male	69	38.5	
Female	110	61.5	179
High School			
College Prep	146	83.4	
No College Prep	29	16.6	175
Working			
No	41	22.9	
Yes	130	72.6	171
1-20 hrs	56	31.3	
21-40 hrs	67	37.4	
41+ hrs	7	3.9	
Status			
Full-time	150	88.8	
Part-time	19	11.2	169
Parent Education			
Father: No College	56	39.2	
Mother: No College	87	60.8	143
Race			
Black	3	1.8	
Native American	0	0.0	
White	160	94.7	
Mexican Origin	1	0.6	
Oriental/Asian	2	1.2	
Other Hispanic	2	1.2	
Other	1	0.6	169
Prefer to Not Respond	7		
Blank	3		
Marital Status			
Unmarried	159	89.8	
Married	17	9.6	
Separated	1	0.6	177
Prefer to Not Respond	1		
Blank	1		
Residence			
In-state	177	98.9	
Out-of-state	0	0.0	
International	2	1.1	179
School Before GC			
High School	165	92.7	
Voc/Tech	6	3.4	
2-Yr College	1	0.6	
4-Yr College	1	0.6	
Other	5	2.8	178
Blank	1		

HS Program			
College Prep	146	83.4	
Business/Commercial	4	2.3	
Vocational/Occup	2	1.1	
Other or General	23	13.1	175
Blank	4		
HS Class Rank			
Top 25%	54	33.1	
Second 25%	74	45.4	
Third 25%	34	20.9	
Bottom 25%	1	0.6	163
Blank	16		
HS GPA			
A	37	20.9	
B	65	36.7	
C	46	26.0	
D	24	13.6	
Below D	5	2.8	177
Does Not Apply	2		
Planned College Residence			
Residence Hall	10	5.6	
Frat/Sorority	0	0.0	
Married Housing	0	0.0	
Room/Apt	15	8.4	
Parent's Home	98	54.7	
Own Home	35	19.6	
Other	1	0.6	
Undecided	20	11.2	179
Financial Aid			
Yes	141	81.5	
No	32	18.5	173
Blank	6		

Reason to Continue College	Major		Minor		Not Reason		Blank	Total	
	n	%N	n	%N	n	%N	n	N	%N
Requirement for occupation	145	82.9	19	10.9	11	6.3	4	175	100.0
Better-educated person	133	76.0	33	18.9	9	5.1	4	175	100.0
Increase earning power	135	77.1	32	18.3	8	4.6	4	175	100.0
High-level occupation	133	76.4	32	18.4	9	5.2	5	174	100.0
Independence from parents	45	26.2	65	37.8	62	36.0	7	172	100.0
Be with friends at college	8	4.6	41	23.6	125	71.8	5	174	100.0
Develop intellect	111	63.8	59	33.9	4	2.3	5	174	100.0
Study new and different subj	51	29.5	97	56.1	25	14.5	6	173	100.0
Develop maturity	57	32.8	78	44.8	39	22.4	5	174	100.0
Meet interesting people	24	13.8	87	50.0	63	36.2	5	174	100.0
Become more cultured	38	22.0	84	48.6	51	29.5	6	173	100.0
Find a spouse	1	0.6	17	9.7	158	89.8	3	176	100.0
Develop and use athletic skills	6	3.5	21	12.1	146	84.4	6	173	100.0
Take part in college social life	15	8.6	57	32.8	102	58.6	5	174	100.0
Continue religious training	3	1.7	13	7.5	158	90.8	5	174	100.0
Parents and relatives	25	14.4	90	51.7	59	33.9	5	174	100.0
HS teachers/counselors	12	6.9	57	32.8	105	60.3	5	174	100.0
Nothing better to do	6	3.5	10	5.9	154	90.6	9	170	100.0

Source of Funding	Major		Minor		Not Source		Blank	Total	
	n	%N	n	%N	n	%N	n	N	%N
Parents/Relatives	65	38.2	60	35.3	45	26.5	9	170	100.0
Social Security benefits	2	1.2	9	5.4	157	93.5	11	168	100.0
Veteran's benefits	0	0.0	1	0.6	168	99.4	10	169	100.0
Spouse's income	6	3.5	8	4.7	156	91.8	9	170	100.0
Educational grants	91	53.5	18	10.6	61	35.9	9	170	100.0
Scholarships	64	37.9	28	16.6	77	45.6	10	169	100.0
Student loans	13	7.8	21	12.7	132	79.5	13	166	100.0
Other Loans (e.g. bank)	4	2.4	13	7.7	151	89.9	11	168	100.0
Employment while in college	50	29.6	65	38.5	54	32.0	10	169	100.0
Summer employment	44	26.2	47	28.0	77	45.8	11	168	100.0
Personal savings	29	17.1	56	32.9	85	50.0	9	170	100.0

15

Purpose at GC	n	%N	N
No Goal	15	8.5	
Job courses	2	1.1	
Self-improvement	2	1.1	
Transfer	87	49.2	
Certification	0	0.0	
Voc/Tech	3	1.7	
Associate Degree	57	32.2	
BS Degree	8	4.5	
Master's Degree	2	1.1	
PhD, MD, etc.	1	0.6	177
Blank	2		
Type of Class that Prefer			
Morning	127	71.8	
Afternoon	26	14.7	
Evening	17	9.6	
Weekend	0	0.0	
No Preference	7	4.0	177
Blank	2		
Type of Class Format Prefer			
Lecture	40	22.7	
Small Group	64	36.4	
Independent Study	10	5.7	
Laboratory	11	6.3	
Private Tutor	4	2.3	
Correspondence	1	0.6	
Other Format	1	0.6	
No Preference	45	25.6	176
Blank	3		

Need Special Help in These Areas

	Yes		No		Blank	Total	
	n	%N	n	%N	n	N	%N
Expressing ideas in writing	81	46.8	92	53.2	6	173	100.0
Increasing reading speed	55	31.4	120	68.6	4	175	100.0
Improving reading comprehnsn	65	37.4	109	62.6	5	174	100.0
Improving math skills	111	62.7	66	37.3	2	177	100.0
Better study skills and habits	101	57.4	75	42.6	3	176	100.0
Improve test-taking skills	97	55.7	77	44.3	5	174	100.0
Improve public speaking skills	114	65.5	60	34.5	5	174	100.0
Identify major area of study	61	34.9	114	65.1	4	175	100.0
Select an appropriate career	59	33.5	117	66.5	3	176	100.0

Extracurricular Participation

	Would Participate		Not Participate		Blank	Total	
	n	%N	n	%N	n	N	%N
Student Government	36	20.7	138	79.3	5	174	100.0
Student publications	43	25.1	128	74.9	8	171	100.0
Instrumental music	24	13.9	149	86.1	6	173	100.0
Vocal music	33	19.1	140	80.9	6	173	100.0
Debate	17	9.9	155	90.1	7	172	100.0
Dramatics, Theatre	40	23.0	134	77.0	5	174	100.0
Departmental Clubs	39	22.5	134	77.5	6	173	100.0
Religious organizations	53	30.6	120	69.4	6	173	100.0
Racial or ethnic organizations	9	5.2	165	94.8	5	174	100.0
Varsity athletics	41	23.6	133	76.4	5	174	100.0
Intramural athletics	59	33.9	115	66.1	5	174	100.0
Cheerleading	15	8.7	157	91.3	7	172	100.0
Political organizations	15	8.7	158	91.3	6	173	100.0
Student radio or TV	45	25.9	129	74.1	5	174	100.0
Fraternity or sorority	42	24.4	130	75.6	7	172	100.0
Special groups (dance, sailing)	55	31.4	120	68.6	4	175	100.0
Campus or community service	44	25.3	130	74.7	5	174	100.0

Planned College Major

Undecided	14	8.2	
Agriculture	6	3.5	
Architecture	1	0.6	
Business/Management	31	18.2	
Business/Office	3	1.8	
Marketing/Distribution	0	0.0	
Communications	7	4.1	
Community Service	8	4.7	
Computer Science	6	3.5	
Cross-Disciplinary	0	0.0	
Education	15	8.8	
Teacher Education	9	5.3	
Pre-Engineering	7	4.1	
Engineering	1	0.6	
Foreign Language	1	0.6	
Health Science	36	21.2	
Home Economics	0	0.0	
Letters	0	0.0	
Mathematics	0	0.0	
Religion/Philosophy	1	0.6	
Science	8	4.7	
Social Science	9	5.3	
Trade and Industrial	0	0.0	
Arts/Performance	7	4.1	170
Blank	9		

Importance to Decision	Very Important		Moderately Important		Slightly Important		Not Important		Blank	Total	
to Attend GC	n	%N	n	%N	n	%N	n	%N	n	n	%N
Academic reputation	51	29.1	74	42.3	27	15.4	23	13.1	4	175	100.0
Program availability	65	36.5	50	28.1	29	16.3	34	19.1	1	178	100.0
Variety of courses	51	28.8	58	32.8	45	25.4	23	13.0	2	177	100.0
Location of college	118	66.3	45	25.3	11	6.2	4	2.2	1	178	100.0
Size of the campus	61	34.3	58	32.6	25	14.0	34	19.1	1	178	100.0
Entrance requirements	50	28.2	50	28.2	33	18.6	44	24.9	2	177	100.0
Cost of attending	89	49.7	54	30.2	24	13.4	12	6.7	0	179	100.0
Financial aid or scholarship	88	49.4	32	18.0	22	12.4	36	20.2	1	178	100.0
Opportunity for part-time work	27	15.2	29	16.3	30	16.9	92	51.7	1	178	100.0
Sports opportunities	5	2.8	2	1.1	28	15.8	142	80.2	2	177	100.0
Social climate and activities	55	24.1	32	14.0	51	22.4	90	39.5	1	228	100.0
Racial/ethnic makeup	3	1.7	19	10.6	23	12.8	134	74.9	0	179	100.0
Male/female ratio	6	3.4	18	10.1	18	10.1	136	76.4	1	178	100.0
Religious affiliation of college	8	4.5	15	8.4	25	14.0	130	73.0	1	178	100.0
Type of available housing	4	2.3	7	4.0	8	4.5	158	89.3	2	177	100.0
Facilities available	21	11.8	47	26.4	50	28.1	60	33.7	1	178	100.0
Extracurricular activities	13	7.3	20	11.3	39	22.0	105	59.3	2	177	100.0
Friends attend	7	3.9	30	16.9	49	27.5	92	51.7	1	178	100.0
Advice of parents or relatives	31	17.4	36	20.2	53	29.8	58	32.6	1	178	100.0
Advice HS counselors/teachers	8	4.5	33	18.6	48	27.1	88	49.7	2	177	100.0
Advice of GC attendee	18	10.1	45	25.3	41	23.0	74	41.6	1	178	100.0
Contacts with GC rep	10	5.6	19	10.7	34	19.1	115	64.6	1	178	100.0

Agreement with Statement About College

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Don't Know		Blank	Total	
	n	%N	n	%N	n	%N	n	%N	n	%N	n	%N	n	n	%N
High-quality academic programs	38	21.2	98	54.7	30	16.8	1	1.0	1	0.6	11	6.1	0	179	100.0
Cost of attending is reasonable	97	54.2	74	41.3	4	2.2	1	0.6	0	0.0	3	1.7	0	179	100.0
Personnel care about students	45	25.3	87	48.9	35	19.7	3	1.7	1	0.6	7	3.9	1	178	100.0
Difficult to earn good grades	5	2.9	18	10.3	64	36.6	61	34.9	15	8.6	12	6.9	4	175	100.0
High-quality program in my area	26	14.8	47	26.7	56	31.8	6	3.4	8	4.5	33	18.8	3	176	100.0
Many activities and organizations	30	16.9	81	45.8	37	20.9	5	2.8	1	0.6	23	13.0	2	177	100.0
Strong intercollegiate athletic pro	9	5.1	15	8.4	41	23.0	16	9.0	11	6.2	86	48.3	1	178	100.0
Variety of courses offered	31	17.4	95	53.4	37	20.8	5	2.8	2	1.1	8	4.5	1	178	100.0
Friendly students	30	16.9	102	57.3	34	19.1	3	1.7	0	0.0	9	5.1	1	178	100.0
Too many required courses	13	7.3	26	14.7	68	38.4	48	27.1	9	5.1	13	7.3	2	177	100.0
Excellent recreational facilities	23	12.9	70	39.3	41	23.0	7	3.9	3	1.7	34	19.1	1	178	100.0
Many students use drugs/alcohol	11	6.2	19	10.7	29	16.3	10	5.6	13	7.3	96	53.9	1	178	100.0
Comfortable residence halls	6	3.4	26	14.7	15	8.5	2	1.1	7	4.0	121	68.4	2	177	100.0
Races/ethnic gps get along well	15	8.5	72	40.7	40	22.6	2	1.1	0	0.0	48	27.1	2	177	100.0
Many w/extreme political views	2	1.1	15	8.5	44	24.9	6	3.4	1	0.6	109	61.6	2	177	100.0
More interest in fun than study	7	3.9	25	14.0	43	24.2	33	18.5	8	4.5	62	34.8	1	178	100.0
Many cultural events/programs	16	9.0	49	27.5	41	23.0	9	5.1	2	1.1	61	34.3	1	178	100.0
Students above average	3	1.7	9	5.1	38	21.3	71	39.9	33	18.5	24	13.5	1	178	100.0
Too many rules and regulations	3	1.7	3	1.7	31	17.4	92	51.7	29	16.3	20	11.2	1	178	100.0
High-quality classrooms/labs	20	11.2	93	52.2	38	21.3	4	2.2	2	1.1	21	11.8	1	178	100.0
Provides good financial aid	50	27.9	73	40.8	21	11.7	3	1.7	3	1.7	29	16.2	0	179	100.0
Strict foreign language req't	7	3.9	11	6.2	36	20.2	32	18.0	10	5.6	82	46.1	1	178	100.0
Many job-oriented courses	20	11.2	55	30.9	38	21.3	5	2.8	2	1.1	58	32.6	1	178	100.0

Indicate Rating of College at Time you Applied for Admission			
First Choice	87	49.4	
Second Choice	62	35.2	
Third Choice	14	8.0	
Fourth or Lower	13	7.4	176
Blank	3		
When Decide to Attend GC			
Before 9th	3	1.7	
During 9th	0	0.0	
During 10th	2	1.1	
During 11th	15	8.5	
During 12th	88	49.7	
After HS	69	39.0	177
Blank	2		

Information Source	Major Source		Minor Source		Not Source		Blank	Total	
About Gainesville College	n	%N	n	%N	n	%N	n	N	%N
Friends at college	42	24.0	65	37.1	68	38.9	4	175	100.0
HS teachers	22	12.5	56	31.8	98	55.7	3	176	100.0
HS counselors	30	17.0	64	36.4	82	46.6	3	176	100.0
HS administrators	10	5.8	27	15.6	136	78.6	6	173	100.0
Parents or relatives	58	33.0	61	34.7	57	32.4	3	176	100.0
HS classmates	35	19.9	62	35.2	79	44.9	3	176	100.0
College catalog	56	31.6	62	35.0	59	33.3	2	177	100.0
College brochure or pamphlet	41	23.4	65	37.1	69	39.4	4	175	100.0
College alumni	11	6.2	28	15.8	138	78.0	2	177	100.0
Visit(s) to the campus	35	20.0	57	32.6	83	47.4	4	175	100.0
College rep visit to HS	10	5.7	37	21.0	129	73.3	3	176	100.0
Announcements on radio or TV	0	0.0	6	3.4	170	96.6	3	176	100.0
Articles in newspapers/magazine	0	0.0	10	5.7	166	94.3	3	176	100.0
HS library materials	0	0.0	17	9.7	159	90.3	3	176	100.0

ADDITIONAL QUESTIONS: Gainesville College
Entering Student Survey: Fall 1995

Total N: 179
Blank responses not used to compute percentages

	n	%N	N
Permanent Place of Residence			
Hall County	39	23.2	
County bordering Hall	75	44.6	
Other Northeast Georgia county	30	17.9	
Other Georgia county	19	11.3	
Out-of-state	0	0.0	
Out-of-country	5	3.0	168
Blank	11		
Primarily full- or part-time			
Full-time (12 or more hrs)	150	88.8	
Part-time (under 12 hrs)	19	11.2	169
Blank	10		

Plans when leave GC	n	%N	N
Continue education and not be employed while in school	40	23.7	
Combine education with employment	115	68.0	
Not continue my educ now, but work, then educ later	2	1.2	
Not continue education after GC (work or housewife)	3	1.8	
None of the above closely describes my plans after GC	9	5.3	169
Blank	10		

Chance That Will Do Following	Very Good		Good		Fair		Poor		Total		
	n	%N	n	%N	n	%N	n	%N	n	%N	Blank
Change major	28	16.6	31	18.3	42	24.9	68	40.2	169	100.0	10
Seek housing near GC	12	7.1	12	7.1	24	14.3	120	71.4	168	100.0	11
Make at least 'B' average at GC	71	42.3	68	40.5	28	16.7	1	0.6	168	100.0	11
Be elected to SGA	5	3.0	10	6.0	35	20.8	118	70.2	168	100.0	11
Work to pay for college while at GC	48	28.6	30	17.9	37	22.0	53	31.5	168	100.0	11
Get associate degree from GC	61	36.3	39	23.2	33	19.6	35	20.8	168	100.0	11
Get bachelor's degree	[illegible]	28.6	34	20.2	20	11.9	66	39.3	168	100.0	11
Get graduate degree	[illegible]	15.5	31	18.5	31	18.5	80	47.6	168	100.0	11
Seek counseling (career or personal)	[illegible]	13.3	35	21.1	41	24.7	68	41.0	166	100.0	13
Drop out temporarily while at GC	1	0.6	6	3.6	17	10.1	145	85.8	169	100.0	10
Drop out permanently	1	0.6	2	1.2	5	3.0	160	95.2	168	100.0	11
Transfer before degree at GC	43	25.6	16	9.5	46	27.4	63	37.5	168	100.0	11
Be satisfied attending GC	53	31.5	85	50.6	24	14.3	6	3.6	168	100.0	11
Attend summer school at GC	36	21.4	50	29.8	42	25.0	40	23.8	168	100.0	11

Rate How Competent You Feel Your Current Skills Are In

	Very Good		Good		Fair		Poor		Very Poor		Total		
	n	%N	n	%N	n	%N	n	%N	n	%N	n	%N	Blank
Expressing ideas in writing	31	18.8	69	41.8	58	35.2	4	2.4	3	1.8	165	100.0	14
Reading comprehension	35	21.2	87	52.7	36	21.8	5	3.0	2	1.2	165	100.0	14
Mathematics	16	9.8	67	40.9	58	35.4	18	11.0	5	3.0	164	100.0	15
Communicating orally	32	19.4	71	43.0	45	27.3	14	8.5	3	1.8	165	100.0	14
Using a library	33	20.0	82	49.7	42	25.5	7	4.2	1	0.6	165	100.0	14
Using a computer	36	22.0	69	42.1	49	29.9	6	3.7	4	2.4	164	100.0	15
Thinking analytically and logically	30	18.4	82	50.3	46	28.2	5	3.1	0	0.0	163	100.0	16
Interpersonal relationships	44	26.7	85	51.5	33	20.0	2	1.2	1	0.6	165	100.0	14
Providing leadership	34	20.6	74	44.8	44	26.7	9	5.5	4	2.4	165	100.0	14

Highest Level of Education of Father	n	%N	N
Eighth grade or less	10	6.8	
Some high school	14	9.5	
High school graduate or GED	32	21.6	
Post-high school other than college	4	2.7	
Some college, but no degree	26	17.6	
Associate degree	19	12.8	
Four-year (bachelor's) degree	29	19.6	
Some graduate school	1	0.7	
Graduate degree	13	8.8	148
Don't know	17		
Blank	14		

Highest Level of Education of Mother			
Eighth grade or less	5	3.2	
Some high school	14	9.0	
High school graduate or GED	68	43.6	
Post-high school other than college	6	3.8	
Some college, but no degree	19	12.2	
Associate degree	10	6.4	
Four-year (bachelor's) degree	24	15.4	
Some graduate school	1	0.6	
Graduate degree	9	5.8	156
Don't know	8		
Blank	15		

Number in Family Who Have Taken At Least One Academic Course at GC

	n	%N	N
None	91	55.2	
One	32	19.4	
Two	28	17.0	
Three	6	3.6	
Four	5	3.0	
Five	0	0.0	
Six	1	0.6	
Seven	0	0.0	
Eight	0	0.0	
Nine	1	0.6	
>=Ten	1	0.6	165
Blank	14		

High School Preparation for College Work

	n	%N	N
Excellent	18	11.0	
Good	62	37.8	
Fair	58	35.4	
Poor	14	8.5	
Very Poor	12	7.3	164
Blank	15		

ACT Entering Student Survey 1995
Comparisons with Selected Items from The American Freshman Survey

Dr. Hamilton, OPIR, January 1996

Introduction

Enclosed are selected findings from **The American Freshman Survey (*AFS*)** of Fall 1995 administered by the Higher Education Research Institute. They provide comparisons with Gainesville College's Fall 1995 administration of **ACT's Entering Student Survey (*ESS*)**. The 1995 AFS survey involved questionnaires from 240,082 first-time, full-time freshmen at a national sample of 473 two- and four-year colleges and universities.

> *Technical Note*: Percentages for the ESS used in this analysis were taken from the multi-year summary table (1986 to 1995) which included blank and no opinion responses in the percentage calculations. The percentages in the multi-year summary are somewhat lower than those reported from the OPIR analysis in the paper entitled 'ACT Entering Student Survey, Gainesville College, Fall 1995' which more accurately used percentages based on those responses where students had an opinion (i.e. excluded blank and no opinion responses from the percentage calculations).

Race Relations

AFS: Despite widespread attacks on affirmative action, a large majority of college freshmen support the use of race in college admissions. Seventy percent of students believe that race should be given at least "some special consideration" by college admissions officers.

ESS: Almost 50 percent of respondents agreed that various racial and ethnic groups get along at Gainesville College. Twelve percent of entering freshmen felt that the racial/ethnic makeup of the College (94% white, 3.5% black, 2.5% other) was very to moderately important relative to their decision to attend the College. Five percent of respondents expressed an interest in joining racial or ethnic organizations while at Gainesville College.

Political Interest and Engagement

AFS: Students' commitment to "keeping up to date with political affairs" as an important life goal dropped for the third straight year to an all-time low of 28.5 percent, compared with 42.4 percent in 1990 and 57.8 percent in 1966. The percent who discuss politics also reached an all-

time low of 14.8 percent. Freshmen since 1992 have become less interested in "influencing social values (38% have an interest)," "cleaning up the environment (23%)," "influencing the political structure (17%)," "promoting racial understanding (33%)," and participating in a community action program (23%)." The number of entering students who believe that "an individual can do little to change society" reached a ten-year high at 33.6 percent. For the second straight year, students are increasingly labeling their political views as "middle of the road" (54%).

ESS: Over eight percent of the respondents indicated an interest in joining a political organization on campus. Only 10 percent of respondents felt that students at the College held extreme political views. Almost one out of four expressed an interest in campus or community service (All these percentages were similar to previous ESS surveys at the College).

High School Experience

AFS: The fall of 1995 survey indicates that students are increasingly disengaged from the academic experience. During their senior year in high school, the first-time full-time entering students in the survey spent less time studying or doing homework (percent reporting 6 or more hours per week dropped from 44% in 1987 to 35% in 1995), less time talking to teachers outside of class (47% report one or more hours per week as compared with 62% in 1989), and less time in student clubs or groups (29% reporting three or more hours per week as compared to 34% in 1989).

ESS: Ninety three percent of entering students believe they have a fair to very good chance of earning a 'B' average at Gainesville College. Eighty-two percent completed the high school college preparatory curriculum in high school (up from 59% in 1986). One out of five or more entering students expressed an interest in participating in some sort of extracurricular activity at Gainesville College (athletics, religious, community service, drama, student government, etc.). Many entering students *do not* feel that their skills in writing, reading comprehension, mathematics, thinking analytically and logically, and communicating orally are good to excellent. Fifteen percent of entering students rate their high school preparation for college work as poor to very poor.

Religious Interest at an All-Time Low

AFS: More students than ever say they have "no religious preference" (15% compared with 7.6% in 1978). Finally, more students than ever say they never attended religious services during the past year: 19% compared with 9 percent in 1968.

ESS: Almost 30 percent of respondents indicated an interest in participating in a campus religious organization. Similar percentages, although slightly lower, were given in previous years.

Financial Concerns Continue to Escalate

AFS: As the percentage of first-time full-time students at colleges and universities around the country receiving financial assistance from their parents and families declines, students are increasingly depending on multiple sources of support for college. Reliance on loans has continued to rise, with the percentage of students receiving Stafford loans, Perkins loans, and loans from all other sources increasing slightly from last year's all-time highs, and the percentage of students receiving loans from their college jumping markedly from 7.5 to an all-time high of 10 percent. Support from part-time work both on and off-campus has also increased from last year. Further, more students than ever are reporting the use of savings from summer work to pay for $1,500 or more of their first year expenses (8% compared to 3% in 1978).

ESS: Although parents and relatives remain one of the three major sources of funding for Gainesville College students, the percent reliance on this source as a major or minor contributor has dropped from 80 percent in 1991 to around 70 percent in 1995. In addition to parental support, entering students at the College as indicated on the 1995 survey, expect to fund their education in a major or minor way through part- and full-time employment while attending the College (64%), summer employment (51%), and personal savings (48%). Reliance of the majority of entering freshmen on student loans has never been a significant source of funding at the College (e.g. almost 75% indicate that it is not a major or minor source). Entering students, who are most often young and living at home, can afford the relatively low tuition costs of the College and do not want or even need to incur debt to finance the early stages of their education.

ACT Entering Student Survey: Fall of 1986, 1989, 1991, and 1995

Gainesville College, OPIR, Dr. Hamilton, January 1996

Septembers 1986 (N = 512), 1989 (random sample = 315), 1991 (random sample = 342), 1995 (random sample = 179)

Note: Percentages are derived from the raw data supplied by ACT and include all responses to include blank and undecided.

	Percentages				
	1986	1989	1991	1995	Change
Completed HS College Prep Curriculum	58.8	66.7	69.9	81.6	**22.8**
Expect to Receive Financial Aid	26.0	27.6	34.5	78.8	**52.8**
Expect to be Primarily a Full-time Student	71.3	74.9	79.5	83.8	**12.5**
Prefer Afternoon Class Schedule	5.1	13.0	14.6	14.5	**9.4**
Will Need Help in Selecting an Appropriate Career	37.9	34.3	30.1	33.0	**-4.9**
Plan to Major in Business	32.2	26.7	17.3	19.0	**-13.2**
Plan to Major in Health Science	10.5	13.0	20.5	20.1	**9.6**
Very/Moderately Important in the Decision to Attend GC					
Availability of financial aid or scholarships	31.3	33.4	44.4	67.1	**35.8**
Advice of someone who has attended GC	39.8	43.2	47.1	35.2	**-4.6**
Perceive that the College has Many Activities					**0.0**
and organizations for students	41.9	58.8	60.2	62.1	**20.2**
Chances are very/good/fair that you will					
Seek housing near GC	24.1	30.4	33.7	26.8	**2.7**
Make at least a 'B' average at GC	89.1	91.1	94.4	93.3	**4.2**
Get an associate degree at GC	74.2	76.2	81.8	74.3	**0.1**
Seek counseling at GC (career or personal)	74.5	73.6	69.6	54.8	**-19.7**
Attend summer school at GC	65.5	69.4	74.8	71.5	**6.0**

ACT Entering Student Survey: Fall of 1986, 1989, 1991, and 1995

Gainesville College, OPIR, Dr. Hamilton, January 1996

Septembers 1986 (N = 512), 1989 (random sample = 315), 1991 (random sample = 342), 1995 (random sample = 179)

Note: Percentages are derived from the raw data supplied by ACT and include all responses to include blank and undecided.

	Percentages				
	1986	1989	1991	1995	Change
High School Background					
College Prep Program	58.8	66.7	69.9	81.6	**22.8**
Class rank, top quarter	27.9	27.3	26.3	30.2	**2.3**
Class rank, second quarter	45.1	46.0	40.9	41.3	**-3.8**
Grade average B- to A	73.1	70.4	74.6	82.7	**9.6**
Miscellaneous					
Expect employment 21or more hours per week	46.7	50.5	42.1	41.3	**-5.4**
Expect financial aid	26.0	27.6	34.5	78.8	**52.8**
GC was first choice	59.6	64.1	59.1	48.6	**-11.0**
GC was second choice	27.7	25.4	27.2	34.6	**6.9**
Made Decision to Attend GC					
Before 11th grade	5.5	3.5	5.8	2.8	**-2.7**
During 11th grade	11.1	10.2	8.5	8.4	**-2.7**
During 12th grade	44.1	47.0	50.6	49.2	**5.1**
After HS graduation	37.1	36.8	33.9	38.5	**1.4**
Expect Primarily Full-time Status	71.3	74.9	79.5	83.8	**12.5**
Expect to Continue Education Past GC	84.7	89.9	89.7	86.5	**1.8**
Major Reasons To Continue Education					
Meet education requirements for occupation	78.5	81.0	84.2	81.0	**2.5**
Qualify for high-level occupations	71.1	76.2	77.2	74.3	**3.2**
Become better educated	69.3	68.3	73.7	74.3	**5.0**
Increase earning power	68.0	70.8	74.6	75.4	**7.4**
Develop intellectual abilities	57.8	60.6	59.4	62.0	**4.2**
Sources of Funding					
Major or Minor Source					
Parents and relatives	79.5	76.5	79.8	69.8	**-9.7**
Employment while attending	64.5	72.1	65.2	64.2	**-0.3**
Summer employment	57.8	56.5	56.7	50.9	**-6.9**
Personal savings	55.3	48.6	53.5	47.5	**-7.8**
Not a Source					
Educational grants	74.8	72.4	68.1	34.1	**-40.7**
Scholarships	69.7	72.4	68.4	43.0	**-26.7**
Student loans	74.6	78.4	74.6	73.7	**-0.9**
Other loans	82.0	81.3	81.0	84.4	**2.4**
Purpose For Enrolling at GC					
Plan to transfer	46.7	54.6	47.7	48.6	**1.9**
Associate degree	31.6	24.1	31.0	31.8	**0.2**
BS degree	5.1	4.4	5.0	4.5	**-0.6**
Master's degree	1.4	1.3	1.8	1.1	**-0.3**
PhD, MD, etc.	0.8	1.6	1.8	0.6	**-0.2**
Preferred Class Schedule					
Morning	79.3	69.2	68.1	70.9	**-8.4**
Afternoon	5.1	13.0	14.6	14.5	**9.4**
Evening	10.4	12.4	10.8	9.5	**-0.9**
Weekend	0.4	0.0	0.0	0.0	**-0.4**
No preference	2.3	3.5	5.0	3.9	**1.6**

	Percentages				
	1986	1989	1991	1995	Change
Class Format					
Lecture	28.3	23.5	21.1	22.3	**-6.0**
Small group	40.2	38.4	38.9	35.8	**-4.4**
Independent study	4.5	3.8	6.4	5.6	**1.1**
No preference	16.0	21.3	24.0	25.1	**9.1**
Areas You Feel You Need Special Help					
Improve math skills	55.9	64.8	61.7	62.0	**6.1**
Develop better study skills/habits	54.5	51.4	62.0	56.4	**1.9**
Improve test-taking skills	54.1	50.2	61.7	54.2	**0.1**
Improving public speaking skills	48.4	54.6	55.3	63.7	**15.3**
Express ideas in writing	45.9	44.4	50.0	45.3	**-0.6**
Increase reading speed	39.3	33.3	40.4	30.7	**-8.6**
Improve reading comprehension	38.3	34.0	38.9	36.3	**-2.0**
Select an appropriate career	37.9	34.3	30.1	33.0	**-4.9**
Identify major area of study	35.7	29.8	32.5	34.1	**-1.6**
Extracurricular Activites in Which You Would Like to Participate					
Intramural athletics	37.3	33.7	41.8	33.0	**-4.3**
Fraternity or sorority	30.1	33.7	31.0	23.5	**-6.6**
Special interest groups (e.g. sailing, dance)	27.7	30.2	26.9	30.7	**3.0**
Religious organizations	26.6	27.0	25.1	29.6	**3.0**
Campus or community service	21.7	28.9	22.8	24.6	**2.9**
Student publications	19.1	21.0	20.5	24.0	**4.9**
Student radio or TV	18.9	21.9	23.1	25.1	**6.2**
Departmental clubs	18.8	27.0	19.3	21.8	**3.0**
Varsity athletics	18.0	21.0	25.4	22.9	**4.9**
Dramatics, theatre	16.6	16.8	21.3	22.3	**5.7**
Student government	16.4	25.4	21.9	20.1	**3.7**
Cheerleading	11.3	12.1	10.8	8.4	**-2.9**
Vocal music	10.4	11.4	14.6	18.4	**8.0**
Instrumental music	10.2	11.4	10.5	13.4	**3.2**
Political organizations	7.8	12.1	7.9	8.4	**0.6**
Debate	7.0	11.7	7.6	9.5	**2.5**
Racial or ethnic organizations	1.8	2.5	4.1	5.0	**3.2**
Planned College Majors					
Business	32.2	26.7	17.3	19.0	**-13.2**
Education	10.9	9.8	11.4	13.4	**2.5**
Health Science	10.5	13.0	20.5	20.1	**9.6**
Social Science	6.3	11.1	9.6	5.0	**-1.3**
Engineering	6.1	5.4	5.6	4.5	**-1.6**
Undecided	6.6	8.3	8.2	7.8	**1.2**

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Relative Importance in Decision to Attend GC	Percentages 1986	1989	1991	1995	Change
Location					
Very/moderately important	85.2	87.7	89.8	91.0	**5.8**
Slightly/not important	11.7	9.5	9.1	8.3	**-3.4**
Cost of attending					
Very/moderately important	71.3	75.5	81.9	79.9	**8.6**
Slightly/not important	25.2	21.6	16.7	20.1	**-5.1**
Academic reputation					
Very/moderately important	70.9	68.2	71.6	69.8	**-1.1**
Slightly/not important	25.6	28.9	26.9	27.9	**2.3**
Availability of a particular program					
Very/moderately important	68.5	68.9	65.2	64.2	**-4.3**
Slightly/not important	27.5	27.6	33.6	35.2	**7.7**
Variety of courses offered					
Very/moderately important	67.0	65.7	67.0	60.9	**-6.1**
Slightly/not important	29.5	31.4	31.0	36.9	**7.4**
Size of campus					
Very/moderately important	58.4	59.4	63.2	66.5	**8.1**
Slightly/not important	38.5	38.1	35.7	33.0	**-5.5**
Entrance requirements					
Very/moderately important	54.9	57.1	56.4	55.8	**0.9**
Slightly/not important	41.4	40.4	42.1	43.0	**1.6**
Community in which located					
Very/moderately important	47.1	47.3	52.6	54.2	**7.1**
Slightly/not important	49.2	49.5	46.2	45.3	**-3.9**
Advice of parent or relative					
Very/moderately important	42.5	43.5	43.0	37.4	**-5.1**
Slightly/not important	53.7	53.7	55.8	62.0	**8.3**
Advice of someone who attended college					
Very/moderately important	39.8	43.2	47.1	35.2	**-4.6**
Slightly/not important	56.3	53.6	51.8	64.2	**7.9**
Opportunity for part-time work					
Very/moderately important	38.4	33.7	41.5	31.3	**-7.1**
Slightly/not important	57.6	63.5	56.7	68.2	**10.6**
Facilities available (e.g. labs, recreation, etc.)					
Very/moderately important	37.5	41.6	40.6	38.0	**0.5**
Slightly/not important	58.4	55.5	57.9	61.4	**3.0**
Availability of financial aid or scholarships					
Very/moderately important	31.3	33.4	44.4	67.1	**35.8**
Slightly/not important	65.0	63.5	54.4	32.4	**-32.6**
Social climate and activities					
Very/moderately important	30.9	28.2	30.1	20.7	**-10.2**
Slightly/not important	65.4	68.9	68.4	78.8	**13.4**
Friends attend					
Very/moderately important	29.3	25.7	30.4	20.7	**-8.6**
Slightly/not important	66.6	71.4	68.4	78.8	**12.2**
Advice of HS counselors or teachers					
Very/moderately important	27.3	21.9	24.9	22.9	**-4.4**
Slightly/not important	69.0	75.2	73.1	76.0	**7.0**
Extracurricular activities available					
Very/moderately important	22.8	22.9	27.5	18.2	**-4.6**
Slightly/not important	73.2	74.0	71.1	80.5	**7.3**

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Entering Student Survey 1995, OPIR, Dr. Hamilton

	Percentages				
	1986	1989	1991	1995	Change
Relative Importance in Decision to Attend GC (continued)					
Contacts with college representatives					
Very/moderately important	17.0	21.9	19.6	16.2	**-0.8**
Slightly/not important	79.3	74.9	78.4	83.2	**3.9**
Male/female ratio of student body					
Very/moderately important	15.6	13.6	18.7	16.5	**0.9**
Slightly/not important	80.9	83.5	80.1	86.1	**5.2**
Religious affiliation of the college					
Very/moderately important	13.6	12.4	14.0	12.9	**-0.7**
Slightly/not important	82.4	84.1	84.8	86.6	**4.2**
Sports opportunities					
Very/moderately important	9.4	11.8	13.7	3.9	**-5.5**
Slightly/not important	86.9	85.4	85.1	94.9	**8.0**
Racial/ethnic make-up of the college					
Very/moderately important	8.2	7.9	11.7	12.3	**4.1**
Slightly/not important	87.9	89.3	86.8	87.7	**-0.2**
Type of available housing					
Very/moderately important	6.8	7.0	8.8	6.1	**-0.7**
Slightly/not important	89.4	90.2	90.1	92.8	**3.4**
Perceptions of the College					
High-quality academic programs					
Strongly agree/agree	71.1	73.0	71.9	75.9	**4.8**
Disagree/strongly disagree	0.4	1.3	1.5	1.2	**0.8**
Cost of attending is reasonable					
Strongly agree/agree	84.4	87.0	89.2	95.5	**11.1**
Disagree/strongly disagree	1.4	0.6	0.9	0.6	**-0.8**
Personnel care about individual students					
Strongly agree/agree	72.3	76.2	70.5	73.7	**1.4**
Disagree/strongly disagree	3.1	1.9	2.6	2.3	**-0.8**
Difficult to earn good grades					
Strongly agree/agree	12.7	5.7	8.8	12.9	**0.2**
Disagree/strongly disagree	37.7	40.9	40.6	42.5	**4.8**
High quality program in subject plan to study					
Strongly agree/agree	42.9	41.6	40.6	40.8	**-2.1**
Disagree/strongly disagree	5.9	4.8	11.1	7.9	**2.0**
Many activities and organizations for students					
Strongly agree/agree	41.9	58.8	60.2	62.1	**20.2**
Disagree/strongly disagree	6.3	4.4	4.7	3.4	**-2.9**
Strong intercollegiate athletic program					
Strongly agree/agree	12.7	14.3	21.1	13.4	**0.7**
Disagree/strongly disagree	23.7	17.5	14.6	15.0	**-8.7**
Large number and variety of courses/programs					
Strongly agree/agree	68.0	71.5	68.1	70.4	**2.4**
Disagree/strongly disagree	3.1	3.0	4.4	3.9	**0.8**
Students are friendly					
Strongly agree/agree	73.2	73.4	75.4	73.8	**0.6**
Disagree/strongly disagree	2.8	2.5	2.3	1.7	**-1.1**
Too many required courses					
Strongly agree/agree	14.6	8.6	14.0	21.8	**7.2**
Disagree/strongly disagree	34.8	44.8	38.6	31.8	**-3.0**

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	Percentages				
	1986	1989	1991	1995	Change
Perceptions of the College (continued)					
Excellent recreational facilities for student use					
Strongly agree/agree	52.2	53.3	52.0	51.9	**-0.3**
Disagree/strongly disagree	5.5	5.4	6.4	5.6	**0.1**
Many students use drugs and/or alcohol					
Strongly agree/agree	12.3	9.5	13.7	16.7	**4.4**
Disagree/strongly disagree	14.1	13.6	12.0	12.9	**-1.2**
Comfortable resident halls					
Strongly agree/agree	13.9	11.2	10.8	17.9	**4.0**
Disagree/strongly disagree	10.5	11.1	9.6	5.0	**-5.5**
Various racial/ethnic groups get along					
Strongly agree/agree	41.8	48.6	41.5	48.6	**6.8**
Disagree/strongly disagree	2.8	0.6	1.8	1.1	**-1.7**
Many students hold extreme political views					
Strongly agree/agree	9.6	11.1	9.4	9.5	**-0.1**
Disagree/strongly disagree	8.3	5.1	3.5	4.0	**-4.3**
Students more interested in fun than studying					
Strongly agree/agree	21.5	15.9	16.7	17.9	**-3.6**
Disagree/strongly disagree	21.3	25.0	19.6	22.9	**1.6**
Many cultural events and programs					
Strongly agree/agree	25.0	27.6	27.8	36.3	**11.3**
Disagree/strongly disagree	7.1	5.8	5.8	6.1	**-1.0**
Students must be above average to be admitted					
Strongly agree/agree	6.1	5.7	5.3	6.7	**0.6**
Disagree/strongly disagree	57.8	65.4	63.7	58.1	**0.3**
Too many rules and regulations					
Strongly agree/agree	4.3	2.2	2.9	3.4	**-0.9**
Disagree/strongly disagree	60.2	58.6	64.6	67.6	**7.4**
High quality classroom and lab facilities					
Strongly agree/agree	50.2	57.8	54.1	63.2	**13.0**
Disagree/strongly disagree	2.8	5.0	4.4	3.3	**0.5**
Sufficient financial aid for students in need					
Strongly agree/agree	39.9	36.3	47.7	68.7	**28.8**
Disagree/strongly disagree	4.9	3.2	4.1	3.4	**-1.5**
Foreign language requirement too strict					
Strongly agree/agree	5.1	12.0	10.2	10.0	**4.9**
Disagree/strongly disagree	15.8	24.1	20.8	23.5	**7.7**
Offers many job-oriented courses					
Strongly agree/agree	45.3	49.2	41.2	41.9	**-3.4**
Disagree/strongly disagree	4.7	2.2	3.2	3.9	**-0.8**
Sources of Information About the College					
Friends at GC					
Major source	31.6	32.1	34.2	23.5	**-8.1**
Minor source	32.2	29.8	34.5	36.3	**4.1**
Not a source	32.0	34.6	30.1	38.0	**6.0**
High school teachers					
Major source	16.2	11.7	16.7	12.3	**-3.9**
Minor source	32.4	37.5	35.1	31.3	**-1.1**
Not a source	46.3	47.0	46.5	54.7	**8.4**

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	Percentages				
	1986	1989	1991	1995	Change
Sources of Information About the College (continued)					
High school counselors					
Major source	18.9	17.1	19.3	16.8	**-2.1**
Minor source	28.7	34.3	32.5	35.8	**7.1**
Not a source	47.1	45.4	46.2	45.8	**-1.3**
High school administrators					
Major source	5.3	5.7	6.4	5.6	**0.3**
Minor source	19.1	15.9	19.0	15.1	**-4.0**
Not a source	69.9	74.6	71.6	76.0	**6.1**
Parents and relatives					
Major source	39.5	42.2	40.9	32.4	**-7.1**
Minor source	30.1	26.7	29.5	34.1	**4.0**
Not a source	25.8	27.3	27.5	31.8	**6.0**
High school classmates					
Major source	20.3	19.4	24.6	19.6	**-0.7**
Minor source	35.9	34.6	33.0	34.6	**-1.3**
Not a source	38.1	42.2	40.4	44.1	**6.0**
College catalog					
Major source	25.8	29.8	31.0	31.3	**5.5**
Minor source	31.8	31.4	28.7	34.6	**2.8**
Not a source	37.1	35.9	38.6	33.0	**-4.1**
College brochures or pamphlets					
Major source	20.7	21.6	26.0	22.9	**2.2**
Minor source	35.2	34.3	28.1	36.3	**1.1**
Not a source	38.7	40.3	44.2	38.5	**-0.2**
College alumni					
Major source	9.6	14.9	9.6	6.1	**-3.5**
Minor source	18.8	11.7	16.4	15.6	**-3.2**
Not a source	65.4	68.9	72.2	71.1	**5.7**
Visits to the campus					
Major source	16.4	17.5	16.1	19.6	**3.2**
Minor source	29.7	28.9	29.8	31.8	**2.1**
Not a source	48.2	50.5	51.8	46.4	**-1.8**
College representatives visit to high school					
Major source	3.1	6.0	4.4	5.6	**2.5**
Minor source	11.1	10.2	15.8	20.7	**9.6**
Not a source	80.1	78.7	78.1	72.1	**-8.0**
Announcements on radio or TV					
Major source	0.8	0.3	0.3	0.0	**-0.8**
Minor source	6.6	4.8	5.8	3.4	**-3.2**
Not a source	86.7	91.4	91.5	95.0	**8.3**
Articles in newspapers or magazines					
Major source	3.7	2.2	2.9	0.0	**-3.7**
Minor source	8.8	9.2	7.9	5.6	**-3.2**
Not a source	81.6	84.4	86.8	92.7	**11.1**
High school library materials					
Major source	1.6	2.5	2.9	0.0	**-1.6**
Minor source	8.2	8.9	7.6	9.5	**1.3**
Not a source	84.0	83.8	87.1	88.8	**4.8**

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	Percentages				
	1986	1989	1991	1995	Change
Chances That You Will Actually					
Change your major					
Very good/good/fair	52.6	53.2	48.9	56.4	**3.8**
Poor	38.5	40.0	45.6	38.0	**-0.5**
Seek housing near GC					
Very good/good/fair	24.1	30.4	33.7	26.8	**2.7**
Poor	67.4	63.8	61.4	67.0	**-0.4**
Make at least a 'B' average at GC					
Very good/good/fair	89.1	91.1	94.4	93.3	**4.2**
Poor	1.6	2.5	0.9	0.6	**-1.0**
Be elected to SGA					
Very good/good/fair	25.0	33.0	30.4	28.0	**3.0**
Poor	66.0	60.0	64.3	65.9	**-0.1**
Work to pay college expenses while at GC					
Very good/good/fair	67.6	72.1	72.2	64.3	**-3.3**
Poor	23.4	21.9	23.1	29.6	**6.2**
Get an associate degree at GC					
Very good/good/fair	74.2	76.2	81.8	74.3	**0.1**
Poor	16.0	16.5	12.9	19.6	**3.6**
Get a bachelor's degree					
Very good/good/fair	66.4	65.4	65.5	57.0	**-9.4**
Poor	23.8	27.0	28.7	36.9	**13.1**
Get a graduate degree					
Very good/good/fair	58.4	60.0	61.7	49.1	**-9.3**
Poor	31.1	32.4	31.6	44.7	**13.6**
Seek counseling (career or personal)					
Very good/good/fair	74.5	73.6	69.6	54.8	**-19.7**
Poor	16.0	19.7	25.1	38.0	**22.0**
Drop out temporarily while at GC					
Very good/good/fair	11.2	11.5	8.5	13.5	**2.3**
Poor	79.5	81.6	85.1	81.0	**1.5**
Drop out permanently without a degree					
Very good/good/fair	7.3	4.7	6.4	4.5	**-2.8**
Poor	83.8	88.6	88.0	89.4	**5.6**
Transfer to another college before GC degree					
Very good/good/fair	49.6	48.9	51.1	58.6	**9.0**
Poor	40.8	44.8	43.0	35.2	**-5.6**
Be satisfied attending GC					
Very good/good/fair	85.1	88.2	88.0	90.5	**5.4**
Poor	5.1	5.4	7.3	3.4	**-1.7**
Attend summer school at GC					
Very good/good/fair	65.5	69.4	74.8	71.5	**6.0**
Poor	25.4	22.9	19.9	22.3	**-3.1**

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	Percentages				
	1986	1989	1991	1995	Change
Rating of Your Current Skills (not included on 1986 survey)					
Express ideas in writing					
Excellent/good		45.1	51.7	55.8	**10.7**
Poor/very poor		7.9	5.6	3.9	**-4.0**
Reading comprehension					
Excellent/good		59.0	64.9	68.2	**9.2**
Poor/very poor		6.4	5.9	3.9	**-2.5**
Mathematics					
Excellent/good		37.5	44.4	46.3	**8.8**
Poor/very poor		21.0	15.8	12.9	**-8.1**
Communicating orally					
Excellent/good		50.8	54.1	57.6	**6.8**
Poor/very poor		10.5	9.6	9.5	**-1.0**
Using a library					
Excellent/good		63.8	62.3	64.2	**0.4**
Poor/very poor		4.7	4.7	4.5	**-0.2**
Using a computer					
Excellent/good		40.0	54.4	58.6	**18.6**
Poor/very poor		15.2	10.3	5.6	**-9.6**
Thinking analytically and logically					
Excellent/good		59.1	64.3	62.6	**3.5**
Poor/very poor		3.5	2.3	22.8	**19.3**
Interpersonal relationships					
Excellent/good		65.1	72.0	72.1	**7.0**
Poor/very poor		1.9	0.9	1.7	**-0.2**
Providing leadership					
Excellent/good		50.5	55.0	60.3	**9.8**
Poor/very poor		7.6	7.9	7.2	**-0.4**
Highest Level of Education Attained by Parents					
Eighth grade or less					
Father	5.3	4.8	4.7	5.6	**0.3**
Mother	3.3	4.1	3.5	2.8	**-0.5**
Some high school					
Father	8.6	8.3	11.4	7.8	**-0.8**
Mother	8.2	7.9	5.8	7.8	**-0.4**
High school graduate or GED					
Father	23.2	27.0	27.5	17.9	**-5.3**
Mother	34.0	34.0	34.2	38.0	**4.0**
Post-high school other than college					
Father	6.4	2.5	4.7	2.2	**-4.2**
Mother	8.2	7.0	5.8	3.4	**-4.8**
Some college but no degree					
Father	15.6	13.3	13.2	14.5	**-1.1**
Mother	15.0	13.0	15.5	10.6	**-4.4**
Associate degree					
Father	7.0	5.7	6.1	10.6	**3.6**
Mother	5.9	6.3	7.3	5.6	**-0.3**
Four-year (bachelor's) degree					
Father	10.0	12.4	9.4	16.2	**6.2**
Mother	6.3	4.8	9.1	13.4	**7.1**

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	Percentages				
	1986	1989	1991	1995	Change
Highest Level of Education Attained by Parents (continued)					
Some graduate school					
Father	2.1	1.9	1.2	0.6	**-1.5**
Mother	1.6	0.6	0.9	0.6	**-1.0**
Graduate degree					
Father	5.7	6.0	7.6	7.3	**1.6**
Mother	4.1	5.7	5.0	5.0	**0.9**
Don't know					
Father	3.3	3.8	4.4	9.5	**6.2**
Mother	1.8	2.5	3.5	4.5	**2.7**
Number of Family Members Who Have Taken At Least One Course at GC					
None	52.3	48.9	53.8	50.8	**-1.5**
One	17.2	17.1	19.9	17.9	**0.7**
Two	9.2	7.6	7.0	15.6	**6.4**
Three	3.9	3.5	3.2	3.4	**-0.5**
Four	1.4	1.0	1.5	2.8	**1.4**
Five	1.0	0.0	1.2	0.0	**-1.0**
Six	0.4	1.0	0.3	0.6	**0.2**
Seven	0.0	0.3	0.0	0.0	**0.0**
Eight	0.8	0.3	0.6	0.0	**-0.8**
Nine	0.2	0.0	0.0	0.6	**0.4**
Ten and more	0.0	0.3	0.0	0.6	**0.6**
High School Preparation for College Work (not on the 1986, 1989, or 1991 surveys)					
Excellent/good				44.7	
Poor/very poor				14.5	

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